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Embarc: Week 0

11th Grade

PDF OF LESSONS

Agenda: Day 1

+ Icebreaker
+ Student to Student Interviews
+ Syllabus Jigsaw
+ Closing

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Ice Breaker

My Name: Students introduce themselves and tell what they know about why they have their name (my mother wanted to name me after her great aunt Helen who once climbed Pike's Peak in high heels, etc.). It could be the first, middle, or nickname.

Famous Person: Students write a famous name on a piece of paper and pin it on someone else's back. Student tries to guess what name is pinned on their back by asking others around the room yes or no questions.

Student to Student Interviews

+ Get into pairs we will be using our peer interview questions.
+ You will be interviewing each other!
+ Allow students time to interview and be interviewed.

When you are finished, each pair will share:

1. The name of their partner
2. One thing they have in common
3. One thing they liked, learned, or found surprising about their partner

Syllabus Jigsaw

What is a Jigsaw? A jigsaw is when the reading is divided and everyone has to read and contribute their part

In front of you you have the Embarc Syllabus. We are going to count off by 5's and get into groups:

1. Student evaluations
2. Attendance
3. Attitude
4. Benefits
5. Expectations

Syllabus Jigsaw

Each group is responsible for a portion of the syllabus to teach to the rest of the class. Together, you will make a poster using chart paper and markers. On your posters, include the following:

+ A description of your portion of the syllabus.
+ Why is your part of the syllabus important?
+ What is one thing you are looking forward to as a group?
+ What is one thing you have questions about as a group?

Closing

Embarc provides you with in-class experiences as well as out of class experiences. Which of these components of Embarc challenges you the most and helps you to be at your best? Why is that? What are you hoping for from your Embarc experience this year, both in and out of the classroom?

Agenda: Day 2

+ Core Values Recall
+ Embarc Community Agreements
+ Core Values Identification and Storytelling
+ Closing

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Core Values Recall

Can you identify all of the Embarc core values?

Turn + Talk: Which core value is your strength and which one do you want to devote some time to this school year?

Embarc Community Agreements

You are used to high expectations and you will be reminded of those expectations throughout the week. Today we will use some time to generate a list of community norms and/or expectations.

Embarc Calls to Attention

Purpose: To get students to come back together as a group and stop conversations. Let's practice and decide which one we like the best!

- Teacher: Embarc!
- Student: On!

- Teacher: Peace
- Student: Love
- Teacher: Respect
- Student: Family

- Teacher: If you can hear me, Clap Once
- Student: *clap*
- Teacher: If you can hear me, clap twice
- Student: *two clap*
- Teacher: If you can hear me clap three times
- Student: *three claps*

Collaboration

As Juniors, you're ready to collaborate on a regular basis. What are the norms for working effectively as a team and holding each other accountable? What should our roles and responsibilities be regarding collaboration and how can we stick to them?

Core Values Identification + Story Telling

Teacher Slide Only! Directions:

+ Post 6 pieces of chart paper around the room and write ONLY the definitions of the core values on them. DO NOT WRITE THE CORE VALUE ON THE POSTER. (alternatively, print slides 12-17 WITHOUT the titles!
+ Put students into groups and have them visit each list of the definitions. They should guess what the core value is that is being defined and write their guess somewhere on the chart paper.
+ Once every group has guessed, reveal the answers to see if they guessed correctly. Then, have one person at each poster explain why they guessed the way they did. What pieces of the definitions seemed like evidence of the corevalue?
+ Then, allow students to stand next to the core value that they want to discuss with their peers. Have groups at the core value posters share a time when they demonstrated that core value using the specific language from the definitions.
+ After students have discussed in their groups, allow for one to two volunteers to share their story, making sure to acknowledge when students use the language from the definition.

Curiosity

+ Seeks new experiences
+ Strives to learn new things for their own sake
+ Practices until mastery is achieved
+ Asks and answers questions to deepen understanding
+ Reflects and reevaluates to improve performance

Collaboration

+ Able to find solutions in conflict
+ Works to understand the needs of others
+ Knows when and how to include others
+ Knows when to assert themselves and when to sitback
+ Remains calm even during disagreement and criticism
+ Works for the betterment of the whole
+ Recognizes and shows appreciation

Leadership

+ Contributes to a shared purpose within a group
+ Learns from multiple perspectives within a group
+ Shares and expects sharing in return
+ Proactively engages instead of waiting and seeing
+ Drives to gain consensus

Courage

+ Strives to do their best when the stakes are high
+ Seeks feedback in all situations
+ Stands for what is right
+ Faces setbacks with reflection and positivity
+ Is eager to explore new things even in the face of fear

Drive

+ Enthusiastically pursues success
+ Comes prepared and is organized
+ Pays careful attention and resists distraction
+ Once a goal is set, doesn’t stop until it is accomplished
+ Believes effort will improve future
+ Views failure as opportunity

Change Agency

+ Has a clear vision for change
+ Seeks every opportunity to share their vision of change with others
+ Is patient yet persistent
+ Asks tough questions and doesn’t settle
+ Builds strong relationships founded on trust
+ Takes action towards fulfilling their vision of change
+ Believes change is possible

Closing

Which core values do you have the most opportunity to practice in school and in daily life? Which core values are difficult to find opportunities to practice? Based on your responses, do you feel that certain core values are more important than others? Explain your answer.

Agenda: Day 3

+ Team Player Self-Assessment
+ Embarc Expectations/ Community Agreements
+ Building Bridges
+ Closing

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Team Player Self-Assessment

The Contributor: You'll never have to worry about a task getting completed when you have a Contributor on your team. Contributors tend to be task-oriented. Their strengths lie in sharing information with the team and making sure every aspect of a project is taken care of. Contributors are thorough and detail-oriented. People describe you as responsible, authoritative, reliable, proficient, and organized.

The Collaborator: If you're the one who makes sure a project stays on track, you're likely a Collaborator. Collaborators are highly goal-oriented and know how to keep their eyes on the prize. Very little can deter them from accomplishing what they set out to do. People describe you as forward looking, goal directed, accommodating, flexible, and imaginative.

The Communicator: Do you focus on making sure the overall process goes smoothly? You may be a Communicator. This team player is dedicated to ensuring effective process management. Most people see this team member as a positive 'people person'…People describe you as supportive, considerate, relaxed, enthusiastic, and tactful.

The Challenger: If you are always looking at the bigger picture and question- ing how and why things are done, you may be a Challenger. Challengers dig deep and are reluctant to take things at face value. People describe you as honest, outspoken, principled, ethical, and adventurous.

Embarc Expectations / Community Agreements

Building Bridges

In your team, identify who is the Communicator, Collaborator, Challenger, and Contributor. Be prepared to give each other feedback after the activity to see if the definition your team members chose were the right one. Follow the directions below to build the strongest, free-standing bridge that you can with your team.

+ You will have 7 minutes to plan your bridge construction and 8 minutes to build.
+ You may not touch any of the materials during this time or you will be disqualified.
+ Your materials will consist of 20 sheets of paper and 6 ft. of masking tape.
+ After planning, you will construct a bridge using only the materials provided.
+ Your bridge must stand on its own.
+ Your bridge must hold the weight of a stapler without collapsing.
+ You must be able to pass a textbook underneath your bridge without touching the top or the sides.

Reflection

+ What worked well in your group?
+ What was a challenge for your group?
+ When did you see the different team player roles come to life? Who stayed true to the team player definition that they identified with?
+ How can you use the knowledge of how you work within a team to avoid conflict when working with others?
+ How can you use the knowledge of how you work within a team to avoid conflict when working with others?

Preparing for the Next Lesson

Each of you will need to bring a photo of someone who represents success with you to class tomorrow! This can be a famous person or someone you know.

Closing

Think back on your years in Embarc. How has your ability to work within a team changed? What specific journeys, classroom experiences, or other opportunities have really challenged your growth to work within a team? Who have been the people in your Embarc class who have really supported your growth in this area?

Agenda: Day 4

+ Stories of Success
+ Embarc Expectations
+ Envisioning Success
+ Closing

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Stories of Success

Take out your photos of the person who represents success to you and share the story of that person with at least two of your peers. Even if you don't know the exact story, you should try to imagine what the path was that led the person to success. You should also discuss what they imagine (or know) this person's life to be like.

+ What kind of people do they surround themselves with?
+ Who is in their network?
+ Where do they spend their time?
+ How do they dress? Act?
+ Contribute to the world?

Embarc Expectations

Envisioning Success

+ Today you will create a Success Board using mini posters and art supplies to put up in the class to remind you of your end goal.
+ On your poster, you should include quotes, words, symbols, images, etc. that symbolize your future success.
+ Your boards should include the following details:
    - Who and what surrounds you in your successful future?
    - What is life like? What do you do with your time?
    - How do you dress? Act? Contribute to the world?

Closing

Review your poster. What can you do now and/or this year to help you move towards your envisioned successful future?

Agenda: Day 5

+ Stories of Success
+ Embarc Expectations
+ Goal Setting
+ Closing

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Stories of Success

What are some of your biggest strengths as a person? As a student? As a friend? What are some of your weaknesses as a person? As a student? As a friend? How do you think you could change some of those weaknesses into strengths? What do you think successful people do in order to change weaknesses into strengths? Explain your answers.

Embarc Expectations

Goal Setting

We will be setting goals frequently throughout the school year and we will begin to set the ritual of goal setting in class today.

+ Individually, work on completing the goal setting sheet you have.
+ After, you will interview a partner and give them advice about their goal setting.
+ Finally, as a class, we will report out the advice that we gave to our partners.

Closing

How will you hold yourself responsible for making sure you meet your goals? How will you hold your peers responsible for their goals? Why is it important to set goals? If you don’t accomplish a goal, do you see that as a failure, or do you see it as just a part of the process? Explain your answers.

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